



Cross Cultural Connections: Intercultural Learning from Intercultural Living

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Research Question

How do second and third year undergraduates describe their experience of intercultural competency development resulting from their residency in the CCC?

Themes in the Literature

Experiential learning increases intercultural competence of both domestic and international students.

Residential learning communities with intercultural focus are becoming common practice across the U.S.

A Refined Developmental Model of Intercultural Maturity is a valid tool beginning to be used for assessment of institutions and some programs.

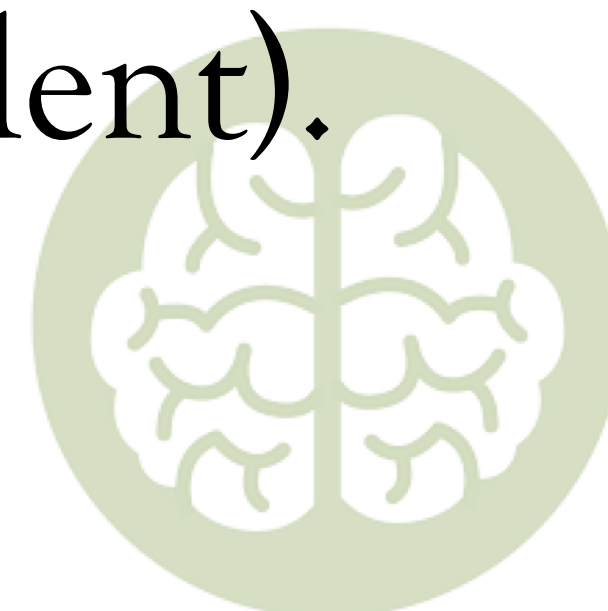
Findings

Increased levels
of *Intercultural
Maturity*.



International students emphasize
interpersonal growth.

Domestic students emphasize cognitive
growth (minimization prevalent).



Involvement in
additional
intercultural
opportunities.

Abstract

Intercultural residential communities, like Cross Cultural Connections at the University of Dayton, serve to support first-year, domestic and international students as they transition to living together. This study assesses the CCC's longitudinal influence on students' intercultural competence and provides suggestions for similar communities and future programming.

Methodology

- Qualitative Phenomenological Study
- One-on-one interviews with eight former CCC residents (2015-2017).

Select References

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Recommendations

Research Site

Increase student understanding of community learning goals.

Practitioners

Create opportunities for intrapersonal reflection throughout programs.

Researchers

Conduct interviews before and after intercultural living experience to assess development.